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ABSTRACT

This vocational guidance training model is designed for vocational and technical education teachers who need special instruction in order to function effectively as members of vocational guidance teams in schools that have competency-based vocational education programs. The model defines vocational guidance, vocational education, competency-based vocational education, and vocational teacher as the terms are used in the document. The model also suggests the formation of a vocational guidance team consisting of the school guidance counselor, occupational specialist and vocational teacher, and identifies and explains their roles. Five major instructional areas or components include five essential vocational guidance services: personnel assessment, occupational/educational information, vocational counseling, job placement, and follow-up. Each essential vocational guidance service component has a separate list or cluster of subtopics that are related to the major topic. A total of 133 competencies are specified and grouped under the five major competency areas. The procedures used to identify and select the competencies are explained. (Author)

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PROJECT NO. DVE 9-2F21

From July 1, 1978 to June 30, 1980

VOCATIONAL GUIDANCE COMPETENCIES FOR TEACHERS IN CBVE PROGRAMS

Florida Agricultural And Mechanical University
Tallahassee, Florida

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Project Director

The project reported herein was conducted pursuant to a grant from the Division of Vocational Education, Florida Department of Education. Contractors undertaking such projects are encouraged to express freely their professional judgements in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent the official position or policy of the Florida Department of Education.

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University, who performed all of the draft and final typing and provided valuable assistance in proofreading the document.

ABSTRACT

This is a suggested vocational guidance training model designed for vocational and technical education teachers who need special instruction in order to function effectively as members of vocational guidance teams in schools that have competency-based vocational education programs. The model defines vocational guidance, vocational education, competency-based vocational education and vocational teacher as the terms are used in the document. It suggests the formation of a vocational guidance team consisting of the school guidance counselor, occupational specialist and vocational teacher. The suggested model identifies and explains the roles of the guidance counselor, occupational specialist and the vocational teacher. Five major instructional areas or components include five essential vocational guidance services: personal assessment, occupational/educational information, vocational counseling, job placement and follow-up. Each essential vocational guidance service component has a separate list or cluster of subtopics that are related to the major topic of the component. A total of 133 competencies are specified and grouped under five major competency areas. The procedures used to identify and select the competencies are explained. The statements derived through the procedures are not validated competencies. They are statements of suggested competencies that can be used to prepare vocational education teachers, who are employed in competency-based vocational education programs and courses, to effectively perform their new vocational guidance roles, duties and responsibilities.

FOREWORD

For quite a while, school guidance counselors in Florida and other states in the country have had work loads and counselor-student ratios that prevented them from rendering to students the best services that they, as professionals, were capable of providing. Until recently in Florida, no assigned personnel was provided to help counselors perform their professional tasks.

In July of 1970, the Florida Legislature enacted into law the occupational specialist program. The training and employment of the occupational specialist were authorized for the purpose of providing more and better guidance services that were badly needed in the public schools.

During the 1970 decade, Florida also began the development of an innovative instructional approach to teaching vocational education in order to make the programs and courses more responsive to the individual needs of the trainees and the specific requirements and needs of the labor market. The new instructional approach that is still being developed and implemented is known as competency-based vocational education.

Because of the nature and characteristics of competency-based vocational education programs, they have made increased and heavier demands for the time and efforts of the guidance counselor, occupational specialist and the vocational teacher.

Before any student is permitted to enroll in any (traditional or competency-based) vocational or technical education program or

course which provides training for wage-earning employment, he or she should have first chosen the vocational goal for which the particular training is intended.

In competency-based vocational education programs especially, students need professional assistance in setting and sequencing long-range and short-term vocational goals that are appropriate for their unique needs. Because occupational choice is so important to the individual and to society, the student's choice of an occupational goal should not be based on a decision that is left merely to chance. Instead, the student's decision to choose a particular occupation and sequence short-term and long-range goals in a particular manner should be predicated upon a blended knowledge and understanding of facts about himself/herself and the occupational world of work.

In order for vocational guidance services to be more responsive to the individual needs of the vocational trainees who are already enrolled or who plan to enroll in competency-based vocational education programs and courses, the guidance counselor, occupational specialist and vocational teacher need to work together as members of the vocational guidance team.

The preparation of this document is intended to serve as an intial vocational guidance training model for Florida's vocational teachers who need special instruction in order to be able to work effectively (as a team member) with the guidance counselor and occupational specialist.

DEFINITIONS OF TERMS

This section of the document contains defintions of several terms as they have been used in this model. The terms defined include: (1) vocational (career) guidance, (2) vocational education, (3) competency-based vocational education, and (4) vocational education teacher.

On the following page the term vocational (or career) guidance has been defined with a graphic illustration. On the remainder of the pages in this section, the definitions of the other terms appear as written statements.

VOCATIONAL GUIDANCE
OR
CAREER GUIDANCE

IS
A SERIES OF SERVICES
TO HELP PERSONS

UNDERSTAND THEMSELVES & UNDERSTAND THE OCCUPATIONAL WORLD

ENABLING THEM TO PROPERLY

CHOOSE OCCUPATIONAL CAREERS → OBTAIN OCCUPATIONAL TRAINING

↓

LOCATE JOB PLACEMENT OPPORTUNITIES → OBTAIN WAGE-EARNING EMPLOYMENT

AND

MAKE SATISFACTORY OCCUPATIONAL ADJUSTMENTS

DEFINITION OF VOCATIONAL EDUCATION

Early in the 1970 decade, the Florida Legislature redefined and broadened the term vocational education to include prevocational, pretechnical, pre-job preparatory, orientation and exploration components as well as job preparatory and supplementary vocational training. For the purpose and use of this document, however, the definition of vocational education is narrowed to include the latter two classifications: job preparatory and supplementary vocational education.

A job preparatory program contains vocational instruction in a specific occupation or a cluster of occupations. This type of program is designed to develop occupational competency skills needed by students in order to obtain wage-earning employment at the entry, skilled and/or technical proficiency level.

Supplementary vocational education provides training to persons who have already entered the labor market. These persons may need the additional or supplementary instruction to upgrade their previous training in order to stabilize or advance themselves in their current jobs.

In this document, the meaning of vocational education includes any job preparatory vocational or technical instruction or supplementary vocational or technical training or retraining which is provided under public supervision and control or under contract with

the State (Florida) Board of Education or a local educational agency, and is designed to prepare persons to obtain, maintain and advance in recognized and new and emerging wage-earning occupations that require less than a baccalaureate or advanced degree.

Vocational education programs that train persons for wage-earning occupations are usually provided in three different types of public institutions: high schools, community colleges, and adult centers. The high schools are not middle schools or separate junior high schools. They are typically junior-senior high schools, separate senior high schools, or comprehensive vocational high schools. Vocational education programs are also offered in community colleges, area vocational-technical education schools and institutes, and adult centers.

DEFINITION OF COMPETENCY-BASED VOCATIONAL EDUCATION

Competency-based vocational education is an individualized learner-centered mode of instruction. It is a systematically planned and organized program of vocational instruction with objectives that identify, in rigorous detail, the specific competencies or performances that each student is required to demonstrate after having participated in the learning experiences. Competency-based vocational education is an open-entry, open-exit approach with provisions for each student to enter an instructional program or course at any time and leave at any time after satisfactorily performing the required tasks.

Flexibility is the major characteristic of competency-based vocational education. Students are provided with many options for learning and a variety of opportunities to challenge required learning experiences. In a competency-based program or course, the instruction is tailor-made to accommodate the needs of each student. Whatever adjustments and alterations needed by the individual students are made, and the changes are made as often as necessary. Although changes are made in practically every aspect of competency-based vocational education, the competencies and required standards are not changed or compromised for any student.

Like the traditional vocational education program, the competency-based vocational education program also prepares the trainee for wage-earning employment. Competency-based vocational education is

designed to be more responsive, than the tradit onal program, to the individual needs of the trainee and the specific requirements and needs of the labor market.

DEFINITION OF VOCATIONAL EDUCATION TEACHER

The term vocational education teacher is used to refer to any instructor who is employed in a vocational education program that is designed to prepare youth and adult trainees for gainful, wage-earning employment in entry-level jobs, skilled jobs, or highly skilled technical-level jobs that require less than a baccalaureate or advanced degree. The definition of a vocational education teacher also includes the technical education teacher.

The term vocational education teacher includes any instructor who works in a vocational or technical training program in a public institution. In Florida, these institutions typically include high schools, community colleges and adult centers.

In this document, the definition of a vocational education teacher does not include an instructor who is employed in a vocational education program that is designed primarily for purposes of orientation and exploration of careers. The definition does not include, for example, middle, junior high or senior high school teachers in exploratory, fundamental, prevocational and pretechnical courses in industrial arts, general home economics, general agriculture and general business education.

Only vocational teachers whose instructional programs are designed primarily to prepare persons for post-training wage-earning employment are included in this definition. The teacher may be employed in a traditional vocational education program or a

competency-based vocational education program. The program may be designed for regular vocational students or for special populations of disadvantaged or handicapped trainees.

ROLES FOR MEMBERS OF THE VOCATIONAL GUIDANCE TEAM

When working together as a team, the guidance counselor, occupational specialist and vocational teacher can: (1) broaden the career choices available to vocational students, (2) provide vocational students with a thorough and comprehensive coverage of the kinds of information they need about themselves and about occupations in order to understand themselves and jobs better, (3) enable vocational students or students planning to pursue vocational training to make realistic occupational choices and career decisions, (4) improve the effectiveness of job placement, (5) improve the post-training job adjustment of former vocational students, and (6) improve the overall effectiveness of the vocational guidance and vocational education programs.

The role of the vocational guidance team needs to be predicated upon the blending of the strengths and competencies of those who make up the team. The guidance counselor, occupational specialist and vocational teacher will possess a variety and an abundance of special professional preparation, teaching experience, non-teaching work experience and other skills, knowledge, understandings and expertise that can enhance and improve the overall effectiveness of the vocational guidance program and services.

THE GUIDANCE COUNSELOR

The major share of the responsibility for providing guidance and counseling services needed by students will rest with the school

guidance counselors. Because of the nature and extent of their special professional preparation and experience, school guidance counselors will usually be assisgned the overall responsibility for all guidance services. Other professional or paraprofessional personnel assisting with guidance services will usually work under the supervision of the guidance counselor. The guidance counselor is usually the school's chief resource person for the overall guidance program. In addition to performing special professional tasks such as administering tests and assisting with the interpretation of test results, the guidance counselor is generally responsible for planning, coordinating, directing and supervising all guidance services.

THE OCCUPATIONAL SPECIALIST

The occupational specialist is a work-oriented paraprofessional who shall, according to the 1970 Florida Law that created the position in the public schools, be under the direct supervision of a certified guidance counselor. Although their responsibilities are not limited to these, the main functions of the occupational specialist generally include helping students with problems related to orientation and placement into job-related preparatory training programs, assisting in securing job placements for in-school students and school dropouts, and assisting with follow-up and job adjustment studies.

THE VOCATIONAL TEACHER

As a member of the vocational guidance team, the role of the vocational or technical education teacher should be supportive of the functions of the guidance counselor and occupational specialist. The vocational or technical education teacher's functions should complement and support the overall services of the vocational guidance program.

Because of their special training, occupational experiences, cooperative working relationships with advisory committees and other expertise, vocational and technical education teachers are especially capable of making certain unique contributions to the vocational guidance program. These may include, but are not limited to, the following:

1. Help vocational students visualize job opportunities within the program, course or subject related to his/her vocational teaching field.

2. Provide current job-related information to vocational students to help them identify and decide on short-term goals within his/her occupational teaching field.

3. Provide up-to-date job-related information to vocational students to help them sequence short-term goals and continuity of training that are aimed at long-range vocational goals within his/her occupational teaching field.

4. Use competency-based criterion-referenced tests to verify the skills that vocational students claim they are able to demonstrate.

5. Describe current training requirements for various occupational specialities related to his/her vocational training field.

6. Provide relevant vocational training to meet the individual needs of the students who enroll in his/her occupational program area.

7. Establish and maintain liaison between the school and the industries or businesses related to his/her occupational training field.

8. Keep the guidance counselor and occupational specialist informed of vocational advisory committees meetings and encourage them to observe or participate when invited.

IDENTIFYING AND AND SELECTING THE COMPETENCIES

The lists of competency statements contained in this document were derived through a series of systematic procedures and activities planned and carried out during a two-year period of time. The procedures and activities included the following.

1. A search was conducted by the project staff to identify relevant vocational guidance competencies studies.

2. A comprehensive search of professional literature was conducted by the project staff to identify relevant vocational guidance competencies for vocational teachers.

3. The project staff compiled a list of 372 competency statements from professional books, studies, reports and periodical literature.

4. From the 372 potential competency statements, 75 particularly relevant ones were selected by the project staff and incorporated into a three-week intensive summer workshop for vocational teachers, guidance counselors and occupational specialists. Prior to the workshop, the 75 selected competency statements were grouped (by the project staff) under five major vocational guidance competency area titles.

5. The eighteen workshop participants (consisting of 16 vocational teachers, 1 guidance counselor and 1 occupational specialist) carefully studied and assigned each of the 75 competency statements to one of three categories of behavioral responsibility for the vocational teacher. The categories were designated by three letters: A, R and S. The letter "A" meant that the teacher simple had to demonstrate an "Awareness" competency. The letter "R" meant that the competency statement was a "Reserved" responsibility for the guidance counselor or occupational specialist. The letter "S" designated a category of competency statements that could be "Shared" by the vocational teacher, guidance counselor and occupational specialist.

6. The project staff inventoried and tabulated the categorized competency statements. Practically all of these were assigned to "S" for shared responsibility. The few that were not checked "S" were believed to be too broad or too narrow and

specific. In conformity with the consensus of the workshop participants, these few were reworded or restated and categorized as "Shared" responsibility items.

7. During and after the workshop phase, four project consultants (consisting of 1 vocational teacher educator, 2 guidance counselors and one occupational specialist) provided assistance with the identification and selection of the competency statements.

8. After the project staff incorporated all of the alterations (additions, deletions, rewordings, etcetera), the competency statements were refined and screened in a total of 133 listed under the five major vocational guidance competency areas.

9. Five major vocational guidance competency areas, each with a separate list of subtopics that were previously developed prior to the three-week workshop, were refined by the project staff.

The statements that were derived through these procedures are not validated competencies. They are statements of suggested competencies that can be included in a vocational guidance training model for vocational teachers.

SUGGESTED VOCATIONAL GUIDANCE COMPETENCIES FOR VOCATIONAL EDUCATION TEACHERS

Vocational and technical education teachers who are already or who are preparing to participate in Florida's competency-based vocational programs lack the necessary competencies to participate effectively as members of vocational guidance teams in their schools. Because it was not required for teacher certification and they did not receive preparation in vocational or career guidance, most of Florida's vocational and technical education instructors are handicapped by their lack of preparation and cannot perform effectively in their new roles.

This section of the document identifies and suggests several lists of competencies to help vocational and technical education teachers acquire and develop the knowledge, skills and expertise they need in order to work effectively in their new roles as members of vocational guidance teams.

Specifically, the suggestions in this section of the document include five topical competency areas, each with a list of subtopics. For each of the five major competency areas, a separate list identifies and suggests a set of specific competencies that are related to the major area competency titles and subtopics. These are not validated competencies. They are suggested competency statements that can be included in a vocational guidance training model or program for vocational teachers. The suggested major competency areas, subtopics and lists of competency statements appear on the following pages.

MAJOR TOPIC AND SUBTOPICS FOR COMPETENCY AREA #1

PERSONAL ASSESSMENT TECHNIQUES AND DEVICES

1. Meaning and Purpose of Personal Assessment
2. Self-Appraisal Techniques and Devices
3. Tests
4. Inventories
5. Work Evaluation/Work Samples
6. School Records
7. Personal Interviews
8. Observations
9. Autobiographies
10. Curricular Activities
11. Extra-Curricular Activities

COMPETENCY AREA #1

THE PERSONAL ASSESSMENT SERVICE

The vocational or technical education instructor will be able to:

1. Explain significant ways that individuals differ as human beings.

2. Explain the implications that individual differences have for vocational guidance.

3. Discuss the need for individuals to understand themselves.

4. Explain the meaning of the individual inventory.

5. Identify self-appraisal techniques and devices that students can use to obtain personal information about themselves.

6. Construct and use teacher-made tests to gather pertinent personal information about vocational students.

7. Identify in-school professional personnel who can obtain and administer standardized tests to ascertain personal information about vocational students.

8. Identify and recommend to the school guidance counselor the names of good trade tests, mechanical aptitude tests, mechanical comprehension tests, and other tests that are appropriate for students in vocational and technical education programs.

9. Use the results of criterion-referenced tests to help vocational students obtain personal information about themselves.

10. Identify in-school professional personnel who can obtain and administer inventories to determine the interests and personality of vocational students.

11. Identify out-of-school agencies that have professional personnel who can obtain and administer tests and inventories to help vocational students obtain personal information about themselves.

12. Describe the essential features or components of Work Samples and Work Evaluation programs.

13. Identify the names of two Work Samples that are commonly used in Competency-Based Vocational Programs in Florida.

14. Facilitate the initial or continued use of Work Samples and Work Evaluation materials and devices in his/her school.

15. Identify the names of school records that can provide vocational students with pertinent personal information about themselves.

16. Locate, interpret (with professional assistance), and use pertinent information contained in the school's cumulative records to assist vocational students obtain helpful information about themselves.

17. Conduct personal interviews effectively with vocational students.

18. Conduct effective observations of vocational students in order to gather personal information that might be helpful to them.

19. Explain the function and use of autobiographies in ascertaining personal information about vocational students.

20. Develop and implement regular classroom/laboratory experiences that can be used to obtain personal information about students.

21. Provide extra-curricular or extra-class activities that can help vocational students obtain personal information about themselves.

22. Work cooperatively (as a team member) with the guidance counselor and occupational specialist in assisting vocational students to obtain helpful personal information about themselves.

23. Work cooperatively with advisory committees and personnel from other out-of-school agencies, businesses, and industries in order to help vocational students obtain accurate assessments of themselves.

24. Assist vocational students in understanding their own unique characteristics, personal needs, strengths, and weaknesses.

MAJOR TOPIC AND SUBTOPICS FOR COMPETENCY AREA #2

OCCUPATIONAL/EDUCATIONAL INFORMATION

1. Sources of Published Information and Materials
2. Occupational Information Agencies
3. Occupational Classifications
4. Occupational Clusters
5. Job Ladders
6. Occupational Training Agencies
7. Retrieving and Collecting Occupational Information
8. Appraising and Selecting Information and Materials
9. Cataloging, Filing and Storing Occupational Information Materials
10. Disseminating and Using Occupational/Educational Information
11. Florida VIEW
12. CVIS
13. Florida CHOICES
14. FEIS
15. DISCOVER
16. Florida's Career and Educational Planning Guide

COMPETENCY AREA #2

THE OCCUPATIONAL/EDUCATIONAL INFORMATION SERVICE

The vocational or technical education instructor will be able to:

1. Explain the meaning, purpose, and need for the occupational information service.

2. Identify vocational students who need occupational information.

3. Discuss the pertinent questions about occupations that should be answered by occupational information.

4. List and explain some of the important primary sources of occupational information.

5. List and explain some of the important secondary sources of occupational information.

6. Identify and use published occupational information (related to his/her teaching area) from national sources.

7. Identify and use published occupational information (related to his/her teaching area) from state and local sources.

8. Identify commercial publishers and professional associations which produce and distribute useful occupational information.

9. Identify federal sources of occupational information that should be available in the school.

10. Identify in-school professional and paraprofessional persons who have the resources and the expertise to present job related information to vocational students.

11. Identify out-of-school agencies and professional personnel that can provide job-related information to vocational students.

12. Discuss the ways that occupations are grouped and classified by different agencies of the federal government.

13. Explain the meaning and use of job families and occupational clusters.

14. Construct and explain to vocational students the use of job ladders in his/her occupational teaching field.

15. Develop a list of essential occupational information materials and documents (related to his/her occupational teaching field) that should be on the bookshelf of the vocational teacher.

16. Identify essential occupational information materials and documents that should be in the office and at the finger tips of the school's occupational specialist and guidance counselor.

17. Identify ways that occupational information may be retrieved and collected.

18. Explain the need for having occupational information materials evaluated and selected for use by vocational students.

19. Appraise, select and use occupational information materials with his/her vocational students.

20. Identify ways that occupational information materials can be stored in the school.

21. Explain the purpose and use of the Florida VIEW (Vital Information for Education and Work) System.

22. Describe and explain, in general terms, the major components of the Florida CHOICES (Computerized Heuristic Occupations Information and Career Exploration) System.

23. Discuss the purpose and uses of Florida's Career and Educational Planning Guide.

24. Discuss the uses associated with the FEIS (Florida Educators' Information System).

25. Identify other state or national systems of occupational/educational information storage and retrieval and computerized guidance systems.

26. Develop a written list of the essential kinds or categories of information that should be determined when occupational surveys are conducted.

27. Discuss a variety of methods and techniques that can be used to present occupational information to vocational students.

28. Work cooperatively (as a team member) with the school's occupational specialist and guidance counselor in providing up-to-date occupational information to vocational students.

29. Work cooperatively with vocational advisory committees and personnel from other out-of-school agencies, businesses, and industries in order to continuously provide current job-related information to vocational students.

MAJOR TOPIC AND SUBTOPICS FOR COMPETENCY AREA #3

VOCATIONAL COUNSELING

1. Meaning and Purpose of Vocational Counseling
2. Significance of Occupational Choice
3. Factors for Considering Occupational Choice
4. Important Information About Jobs
5. Pertinent Information About Individuals
6. Decision-Making
7. Vocational Goal-Setting Processes
8. Selecting and Sequencing Short-Terms Goals
9. Selecting and Sequencing Long-Range Goals
10. The Responsibility of the Vocational Teacher, Occupational Specialist, and Guidance Counselor
11. Counseling Procedures
12. Occupational Education and Training Agencies

COMPETENCY AREA #3

THE VOCATIONAL COUNSELING SERVICE

The vocational or technical education instructor will be able to:

1. Explain the meaning and purpose of the vocational counseling service.

2. Explaing the significance that an occupational choice has for the individual vocational student and for society.

3. Identify and discuss significant factors that should be considered in making an occupational choice.

4. Describe the kinds of important information students need about occupations.

5. Prepare and exhibit the kinds of information that vocational students need about jobs related to his/her occupational program area.

6. Identify and explain the kinds of pertinent information that vocational students need to understand themselves better.

7. Help vocational students synthesize, interpret and understand information (obtained by the students principally from the vocational instructor) about themselves.

8. Help vocational students synthesize, interpret and understand information about occupations that are related to the instructor's vocational teaching field.

9. Refer vocational students to appropriate professional and paraprofessional personnel, within the school, who can (when necessary) provide more comprehensive information and counseling assistance.

10. Help vocational students decide for themselves occupational choices appropriate to their personal needs.

11. Identify and explain the essential steps involved in the goal-setting process.

12. Help the student determine for himself/herself appropriate vocational goals.

13. Construct job ladders in his/her occupational teaching field and help students interpret and use them to obtain an immediate inventory of short-terms vocational goals.

14. Assist vocational students in selecting and sequencing short-term goals.

15. Assist vocational students in sequencing short-term goals and continuity of training that are aimed at long-range vocational goals.

16. Describe the role that the vocational teacher should assume and play as a member of the school's vocational guidance team.

17. Identify the role and the responsibility of the occupational specialist in the school's vocational guidance program.

18. Identify the role and the responsibility of the guidance counselor in the school's vocational guidance program.

19. Discuss the essentials of conducting interviews.

20. Explain the significance of establishing rapport in counseling situations.

21. Describe procedures that would be helpful in providing effective individual guidance to vocational students.

22. Describe procedures that would be helpful in providing effective group guidance to vocational students.

23. Conduct counseling interviews with vocational students.

24. Identify in-school training programs and out-of-school training agencies that can help youth and adults prepare for work appropriate to their short-term and long-range vocational goals.

25. Work cooperatively (as a team member) with the school's occupational specialist and guidance counselor in providing relevant vocational counseling services to vocational students.

26. Work cooperatively with the advisory committee for his/her vocational teaching field in order to continuously provide relevant information and experiences to students in classes and in counseling sessions.

27. Work cooperatively with personnel from out-of-school agencies, businesses and industries in order to continuously maintain up-to-date information that vocational students need about training programs and employment opportunities.

MAJOR TOPIC AND SUBTOPICS FOR COMPETENCY AREA #4

JOB PLACEMENT

1. The Meaning and Function of Placement
2. Aspects of the Placement Domain
3. Significance of Job Placement
4. Federal and State (Florida) Laws
5. Job Placement Personnel in the School
6. Job Placement Agencies Outside the School
7. Placement Prerequisites
8. Placement Alternatives
9. Job Clinics and Job-Seeking Techniques
10. Communication with Out-of-School Placement Personnel
11. Job Development
12. Placement Assistance Mechanisms and Materials

COMPETENCY AREA #4

THE JOB PLACEMENT SERVICE

The vocational or technical education instructor will be able to:

1. Explain the meaning and function of placement.

2. Identify the aspects of the placement domain.

3. Identify those specific aspects of the placement domain in which vocational teachers can make special contributions and provide special assistance to vocational students.

4. Explain the significance of job placement to both the vocational education and the vocational guidance programs.

5. Cite and explain pertinent aspects of key federal and state (Florida) laws and school board regulations affecting job placement services in vocational education and vocational (career) guidance programs.

6. Obtain, read and interpret excerpts of pertinent aspects, relevant to guidance, placement and follow-up services, contained in the Florida State Plan for Vocational Education, Florida State Plan for the Administration of Career Education and the Florida Comprehensive Career Development Program.

7. Assist vocational students who are seeking placement into training programs that are appropriate for their personal needs and occupational goals.

8. Identify in-school professional or paraprofessional personnel who has the assigned responsibility for job placement of students.

9. Identify other school personnel who can assist vocational students in locating and obtaining jobs.

10. Identify groups, organizations and agencies that are outside of the school that are responsible for or that can assist youth and adults with job placement.

11. Identify and explain the prerequisites for effective job placement of vocational students.

12. Discuss placement alternatives and ways to test their consequences.

13. Define job clinics, and explain their main purposes.

14. Provide classroom/laboratory simulated experiences on job-seeking techniques for vocational students.

15. Encourage the school to establish and maintain effective communication with out-of-school placement personnel and agencies.

16. Encourage the school to develop a School-Industry/Business Cooperative Education Program that helps vocational students obtain relevant training and immediate post-training job placement.

17. Explain the meaning and purpose of Job Development.

18. Identify in-school personnel who is/are assigned the responsibility for Job Development.

19. Identify local out-of-school agencies that have Job Development programs that assist vocational students in securing employment.

20. Identify some of the major sources of career placement materials.

21. Locate career placement materials that can be used by vocational students in his/her classes.

22. Evaluate and select career placement materials that are relevant to jobs in his/her vocational teaching field.

23. Exhibit and use job-placement materials that are related to his/her vocational teaching field.

24. Discuss the purpose and uses of the Computer Assisted Placement Service (CAPS).

25. Explain the function of the CAP-O-GRAM.

26. Identify the agency that has the responsibility for providing the CAPS services.

27. Encourage his/her school to use CAPS if the institution is not currently participating in the system.

28. Encourage the development of a school-based job placement program for vocational students.

29. Work cooperatively (as a team member) with the school's occupational specialist and guidance counselor in order to develop, maintain, expand and improve the job placement services available to vocational students.

30. Work cooperatively with the advisory committee for his/her vocational program in order to develop and maintain post-training placement opportunities for vocational students.

31. Establish and maintain good rapport and relationships with out-of-school agencies, business and industries in order to enhance the post-training employment opportunities for vocational students.

MAJOR TOPIC AND SUBTOPICS FOR COMPETENCY AREA #5

FOLLOW-UP

1. The Meaning and Purposes of Follow-Up
2. Significance of the Follow-Up Service
3. Occupational Adjustment Problems
4. Federal and State (Florida) Laws, Rules and Regulations
5. Types of Follow-Up Investigations
6. Guidelines for Follow-Up Services
7. Methods of Conducting Follow-Up Investigations
8. Planning and Conducting Follow-Up Studies
9. Feedback from Follow-Up Studies
10. Interpretation and Use of Follow-Up Information
11. Job Follow-Up Personnel in the School
12. Out-of-School Job Follow-Up Agencies

COMPETENCY AREA #5

THE FOLLOW-UP SERVICE

The vocational or technical education instructor will be able to:

1. Explain the meaning and purpose of follow-up services.
2. Discuss the significance of follow-up services in the vocational guidance program.
3. Identify and discuss occupational adjustment problems that youth and adults encounter after obtaining employment.
4. Cite and explain pertinent aspects of key federal and state (Florida) laws and school board rules and regulations affecting follow-up services in vocational education and vocational (career) guidance programs.
5. Obtain a copy of the Florida State Plan for Career Education and study those parts related to placement and follow-up services.
6. Identify the two major types of follow-up investigations.
7. Obtain, read and study Florida's list of guidelines for follow-up studies.
8. Identify and discuss the commonly used methods for conducting follow-up investigations.
9. Outline a simple plan for conducting a follow-up study of vocational students.
10. List and explain the sequential steps and procedures to be followed in conducting a follow-up study of vocational education students.
11. Conduct and/or participate in follow-up activities for vocational students who have been placed in jobs related to his/her occupational training field.
12. Develop a written list of essential information that should be obtained from follow-up investigations of students completing or leaving vocational education programs.

13. Identify effective mechanisms for obtaining useful feedback information from former vocational students who have obtained post-training employment.

14. Discuss the uses of feedback information from follow-up studies.

15. Interpret, disseminate and use information received from follow-up investiations to improve the vocational guidance services and his/her vocational education program.

16. Identify in-school professional and paraprofessional personnel who have the assigned responsibility for conducting or participating in follow-up studies of all school leavers (completers, graduates and dropouts).

17. Identify the personnel or the agency that has the legal responsiblity for conducting follow-up studies in Florida's public school system.

18. Identify out-of-school personnel, groups, agencies, and organizations that can provide needed assistance with follow-up studies of former vocational students.

19. Work cooperatively (as a team member) with the school's guidance counselor and occupational specialist and with other vocational teachers in planning and conducting follow-up investigations of former vocational students and using the feedback information to improve both the vocational guidance services and the vocational education programs.

20. Work cooperatively with the advisory committee for his/her vocational program in order to obtain needed assistance with the follow-up services.

21. Establish and maintain lines of communication and good rapport with out-of-school agencies, organizations and groups that can provide valuable assistance with follow-up activities for his/her former vocational students.